

17 NOV 1972

MEMORANDUM FOR: Executive Director-Comptroller

THROUGH : Deputy Director for Support

SUBJECT : Personnel Management and Development

REFERENCE : Memo to DD/S and DTR from ExDir-Compt
dtd 6 Oct 72, same subject

1. The two basic papers which we submitted earlier for use in conjunction with the Personnel Development Program have been revised in the light of comments and suggestions contained in the referent memorandum. The revised versions of both papers, "Use of Training in Personnel Management and Development" and "Organizational Support of Training" are attached.
2. With respect to subparagraph 2(e) of the referent memorandum, we continue to regard the Managerial Grid as an important, if not absolutely essential, prelude to the Midcareer Course. Your suggestion that Fundamentals of Supervision and Management might be more to the point is well taken, but in reality we are taking elements from this course and including them in the Midcareer Course itself. Consequently, it is our intention that students completing the Midcareer Course will, in fact, have experienced the training afforded by both the Grid and Fundamentals of Supervision and Management.
3. The Office of Training "Catalog of Courses" has just been published, but forthcoming revisions will contain changes comparable to those in the attachments to this memorandum.

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HUGH T. CUNNINGHAM
Director of Training

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USE OF TRAINING IN PERSONNEL MANAGEMENT AND DEVELOPMENT

This document has been compiled for continuing use by career services, as well as by individual managers and supervisors in the Agency, in implementing the comprehensive personnel management program prescribed by the Executive Director-Comptroller and the Deputy Directors. It is intended to be used particularly in conjunction with the Personnel Development Program (PDP).

The outline presented here provides personnel planners with succinct, systematic guidance about training opportunities appropriate for the development of Agency personnel, from time of initial employment to the most senior stages of their careers. In addition, it is recommended that each Deputy Director develop long-term, career training profiles or models for each major group of functional specialists within his jurisdiction while at the same time identifying and developing future managers on a planned basis. In doing so, the following six categories of training should be reviewed most carefully to assure that training which is undertaken to satisfy immediate functional needs takes place within the context of long-term career planning and organizational development.

A. Categories of Training

1. The Core Program of Courses: a group of six courses around which all other training should be planned; their purpose is to provide officers with background, perspective, and updating as part of their professional growth. Designed for officers of all Directorates and Independent Offices, these courses focus on Agency activities, problems, and managerial factors; the intelligence community; U. S. foreign policy; international and domestic matters affecting foreign policy and intelligence activities. Brief descriptions of these courses and the points in an officer's career at which they should be taken are provided in Appendix B.

2. General Skills Training: courses offered primarily by the Office of Training to train personnel in skills susceptible of application throughout the Agency; to be taken whenever a specific skill is required by a particular assignment, they include courses in supervisory, managerial, communication, information science, clerical, and other skills transcending the needs of one Directorate or component.

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3. Special Skills Training: courses offered by the Office of Training which relate to skills ordinarily required by personnel assigned functions within a particular Directorate or field of expertise; they include, for example, training courses in collection, support, and production of intelligence.

4. Component Training: specialized programs or courses offered by specific components, ordinarily for their own personnel, but in some cases for other Agency personnel as well. They tend to be less well-known than other training opportunities because of organizational compartmentation, but in many instances offer distinct opportunities for enhancing the qualifications of officers whose careers sometimes require highly specialized knowledge and skills.

5. External Training: this category consists of Agency-sponsored training, full- and part-time, at non-Agency institutions and installations when, in the judgment of Agency officials, such training is needed but not available within the organization. Included in this category are academic programs, Federal institutes, management schools and programs, the senior service schools, and training activities conducted by military, commercial and industrial facilities.

6. Foreign Language Training: these are programs conducted or arranged by the Office of Training on a full- or part-time basis, within or outside the Agency. Officers regularly assigned duties involving foreign language competence should achieve a career goal of speaking and reading at least one "world" language at the intermediate level or better, and speaking and reading (with some exceptions) at least one "restricted" language at the intermediate level or better. The world languages include French, Spanish, Portuguese, Italian, and German. Russian, while technically not a world language because of its greater difficulty, should be regarded as belonging in this group because of its widespread importance in the Agency's activities.

The amount of study time required to reach this goal depends, of course, on a number of factors including an individual's aptitude, language proficiency at EOD, opportunity for using the language, and its degree of difficulty.

The world language competence should be maintained at all times, although the restricted language capability does not necessarily have to

be retained following completion of the assignment in which it was required. The Office of Personnel maintains responsibility for assuring that the Language Control Register is current while the Office of Training has responsibility for conducting the foreign language testing program.

B. OTR Catalog of Courses

The concept and method of planning long-term training of personnel is given more comprehensive, as well as more detailed, explanation in OTR's "Catalog of Courses," which classifies and describes individual courses within the basic categories described above. This Catalog provides complete information about Agency training programs. It is revised whenever necessary to maintain currency. In addition, representatives of the Office of Training are available for consultation to assist career services in developing long-term training models for their personnel and in planning training packages for individual officers as well.

The intent of this concept, and of the services offered, is to enable the Agency to make maximum use of training resources and to relate training more systematically and precisely to both personal and organizational development.

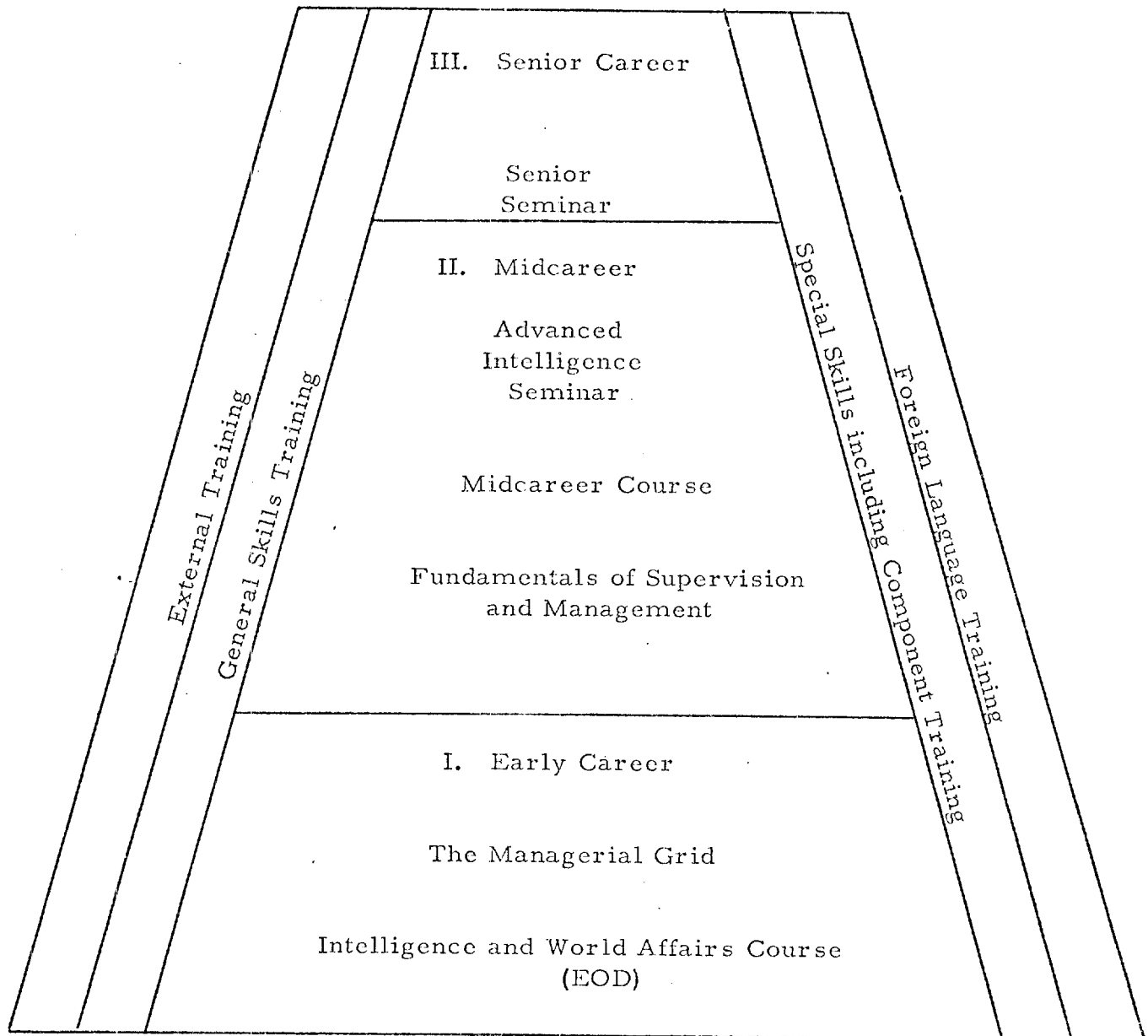
- Appendices: A - Profile of Courses
 B - The Core Program of Courses

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APPENDIX A

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Profile of Courses



TRAINING FOR PROFESSIONAL DEVELOPMENT

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APPENDIX B

The Core Program of Courses

I. Early Career

a. Intelligence and World Affairs Course: To be taken by all professional employees at the time of entry on duty or promotion to professional status. It is an introduction to the Agency and to the intelligence profession. Four weeks, full time.

b. The Managerial Grid (Phase I): For employees GS-07 and above with between one and three years' service in the Agency. It is an intensive, participatory learning experience which introduces management training into the employee's career, seeking to identify managerial styles and promote open communication. One week, full time.

II. Midcareer

a. Fundamentals of Supervision and Management: To be taken by "first line" supervisors immediately preceding, or at the time of, their appointments. The course concentrates on effective managerial behavior, emphasizing Communication, Motivation, Perception, Leadership, and Problem Solving/Decision Making. One week, full time.

b. Midcareer Course: To be taken by Agency officers at the GS-12/13 level, age 30-40 years, with approximately 5-10 years' service. The course enables experienced officers to widen their knowledge and understanding of the Agency and the intelligence profession. Officers who have not previously taken the Managerial Grid do so as the first week of this course. Five weeks, full-time (not including the Grid).

c. Advanced Intelligence Seminar: To be taken by middle and senior grade officers from throughout the Agency, GS-13/15 level, allowing for at least a three-year interval following enrollment in the Midcareer Course. The seminar emphasizes current factors affecting the Agency's role, key functions, and effectiveness. It provides opportunity for in-depth dialogue among participants and high-level guest speakers from inside and outside the Agency. Three weeks, full time.

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III. Senior Career

The Senior Seminar: Primarily for officers at the GS-16 level or higher, although GS-15 officers may be selected. The seminar provides to officers in highly responsible positions an opportunity for critical examination of major developments and problems in the fields of intelligence, foreign affairs, and management. It draws extensively on experts from government, academic life, research organizations, and journalism. Much of the learning is derived from the interaction of the participating officers. Nine weeks, full time.

ORGANIZATIONAL SUPPORT OF TRAINING

The projected implementation of the Personnel Development Program in combination with the OTR Profile of Courses presents the Agency with a unique opportunity for bringing its cumulative resources to bear on the question of organizational development. The effective implementation of the combined personnel and training plan depends without question upon whether or not it is reinforced by appropriate organizational authority and administrative mechanisms. This is especially true with regard to management training. Consequently, this paper discusses several significant aspects of this problem and recommends specific steps which the Office of Training believes are vital to the success of this entire undertaking.

A. Management Training for Executive Development

The Office of Training has taken a number of steps to strengthen and expand management training in the Agency. The Managerial Grid and the Fundamentals of Supervision and Management have been included in the core program of courses. Elements of management training, with particular emphasis on leadership principles and problem solving, have been incorporated in several other core courses. An intensive management training program, or leadership conference, for senior officers throughout the Agency is currently under development.

In addition, we believe there is merit in exploring the need for a management training course designed specifically for branch chiefs throughout the Agency. Recognizing the difficulty in developing a course pertinent to the operation of all branches in the Agency, and allowing for what is probably a wide disparity in the grade levels of "branch chiefs," there nevertheless is logic to the idea. The branch in many instances is the key organizational unit in terms of day-to-day operations in the Agency and is also, at least conjecturally, the level at which potential executives begin to emerge. Such a course might be a crucial contribution to the organizational development Mr. Colby desires, but the need for it remains to be firmly established.

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Recommendation: That the Board of Visitors examine the question whether responsibilities for managing a branch can be more effectively and quickly learned through a training course or through reliance on precedent and on-the-job experience.

B. Training Sanctions and Executive Development

We reacted negatively to suggestions earlier that officers failing to meet stipulated training requirements be denied promotions to certain grades. In our judgment, such sanctions would penalize many individuals for circumstances beyond their control.

On the other hand, we do believe that managerial sanctions should be applied to preclude assignment of officers to responsibilities for which they are not properly prepared. The potential executive, in particular, ought to undergo systematic development of his managerial capabilities. There are a number of training opportunities for this officer, but at the very least he should be trained in both the principles of leadership and their general application.

Recommendation: That "first line" supervisors, i. e., officers in the GS-7/10 range, take the Managerial Grid (Phase I) and the Fundamentals of Supervision and Management preferably prior to and in no case later than six months after, assuming supervisory responsibilities. (If, in fact, a course subsequently is offered in the management of a branch, a comparable sanction should apply.)

C. The Training Officer and the PDP

If training is to make significant contributions to personnel management and development, there needs to be increased realization throughout the Agency about training appropriate and available to achieve this goal. The new OTR Catalog should prove very helpful in this respect, but there are two supplemental considerations.

First, each Deputy Director should establish one or more training models or profiles appropriate to the long-term development of his personnel. OTR's Profile of Courses, as published in the Catalog, establishes a training model on an Agencywide basis, but the more

specialized training needs of the several directorates must also be determined and projected. Consequently, we think OTR should work with individual and "grandfather" career services in developing specific training models to suit their purposes.

Second, continuing reliance on training as an instrument of personnel development requires that the Annual Personnel Plan become the focal point for planning training, as well as developmental assignments, for individual officers within their jurisdiction. Component training officers must be involved more fully in this effort. Unfortunately, many component training officers lack adequate knowledge both of their components' substantive work and of training opportunities, they have relatively junior status, function only part-time as training officers, and are regarded widely as processors of training requests. We believe the PDP should be an occasion for rectifying this condition.

Recommendations:

1. That a senior OTR officer, preferably from the Curriculum Council, and the Senior Training Officer of each Directorate be assigned to work within their areas of competence in developing career training models or profiles appropriate to their personnel.
2. That the Board of Visitors examine the role and influence of the component training officer in terms of grade level, membership on career service boards and panels, amount of time allocated to training responsibilities, and knowledge of both training opportunities and the component's substantive functions.

D. Training Requirements

In order for OTR to be able to plan appropriate training on a timely and scheduled basis for large numbers of employees, we have genuine need of a reasonably accurate forecast of training requirements. Our training projections for any given year generally reflect our operating experience in one or more past years.

Mr. Colby has requested that core courses be scheduled one year in advance. Consequently, OTR needs reliable forecasting, backed by organizational discipline requiring individual officers to be made available for stipulated training on a planned basis. Without such forecasting, OTR

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cannot realistically plan the allocation of resources or adjustments in courses to meet organizational needs. For example, even though we have been advised to expect larger numbers of students in our core courses for FY 1974, we have at this point rather ill-defined contingency factors against which to plan.

Recommendation: That once the directorates have developed career training models for their personnel, nominations of specific individuals for particular courses become an integral part of the Annual Personnel Plan.

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